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VIDYA VAHINI
श्री सत्यसाई विद्या वाहिनी

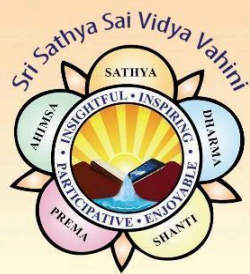


Master Lesson Plan

for

Writing- descriptive and narrative

Board	Standard	Subject	Chapter	Language	Creation date
CBSE	STD VII	English	Writing- descriptive and narrative	English	27-06-2024 23:45:59



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Master Lesson Plan (MLP) - Covers the entire chapter with the help of these 7 asset types



Main Script

Make concepts simple and easy to understand

Value Content

Integrate Human Values seamlessly into curriculum

Suggested Activity

Promote learning by doing

Questions to Assess

Make assessment interactive and effective

Inquisitive Questions

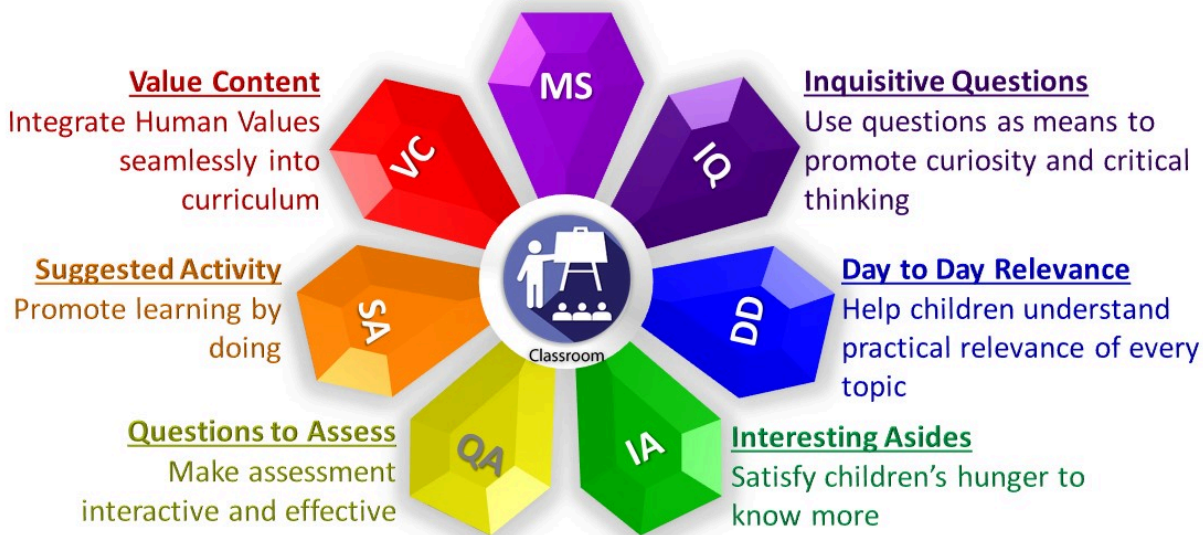
Use questions as means to promote curiosity and critical thinking

Day to Day Relevance

Help children understand practical relevance of every topic

Interesting Asides

Satisfy children's hunger to know more



For more information on how to use the lesson plan effectively, please scroll to the guidelines at the end of this document.



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[Notes to teacher: Dear Teachers, through this MLP, we bring to you suggestions, pedagogical approaches, ideas, teacher reference documents(TRD), teaching aids(TA) and learning Aids(LA) for the topic ‘Writing - Descriptive and Narrative’ for grade 7.

This ideation for lesson planning and delivery has been designed based on the curricular goals and competencies as prescribed by CBSE.]

CURRICULAR GOALS	CG 1 develops the capacity for effective communication using language skills for description, analysis and response.
COMPETENCIES AS PER NCF/NIPUN BHARAT	C-1.4 writing different types of essays and reports using appropriate style and registers for different audiences and purposes

Strategies as Per NEP	Art integration
Learner centric techniques used	Think, pair, share, do it now
Teacher’s Tool Kit	Concept Map, Exit Ticket
SDG(Sustainable Development Goals)	SDG4 - Quality education
Inter/Multidisciplinary elements	NA

Total Time to transact MLP :70 minutes, 2 periods

Topics in this chapter :

- Different writing styles
- Writing techniques
- Creating humorous descriptions
- Usage in daily life
- Interpreting descriptions
- Inculcating values
- Practicing descriptive and narrative writing

[Notes to teacher:

The chapter on **Writing - descriptive and narrative** has been broken down into these subtopics. Ideas and strategies on how each topic can be dealt with have been suggested. As you view this lesson plan, you will find that all seven assets are integrated seamlessly to make learning ‘Insightful’, ‘Inspiring’, ‘Enjoyable’, and ‘Participatory’. You will also notice that the activities and Value content are designed towards the attainment of curricular goals and



competencies. This lesson plan is designed for 2 periods, considering **each period to be of 35 minutes**. An additional one or two periods may be used if required.]

Lesson Plan Flow

MLP Design flow - Overview



[Notes to the teacher: Here is the MLP at a glance for a quick reference.]

PERIOD 1

Topic: Writing - Descriptive and Narrative

- Different writing styles
- Writing techniques
- Using humorous descriptions
- Usage in daily life

Time : 7 + 15 + 5 + 8 = 35 mins

Asset Types: IQ, MS, IA, DD

1) IQ_Narrate or Describe-Descriptive and Narrative Writing

Specific Learning Outcome: Students will be able to discover the difference between descriptive and narrative writing. fulfills C-1.4 **ASSESSMENT AS LEARNING**

Duration: 7 mins

Notes to teacher: Present the following situation to the class



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Your class had been on a field trip to an aquarium yesterday. Shilpa was absent. What questions will she ask you all when she comes to school the following day? [Generate responses]

[Expected questions:

What time did you all reach there?

How many different species of fish did you see?

When did you return?

What fun did you have on the bus?]

Ram replies, " We had a wonderful trip treating our eyes to fish with vibrant colors and unique species. It made us feel like we were under water at that time. The sound of the water still echoes in my ears. We thoroughly enjoyed the bus ride, singing songs and playing dumb charades. This field trip ended with our return to school in the evening, but our hearts are still with the aquatic creatures."

Shyam says, "About fifty of us left early in the morning by school bus. The entry ticket was purchased by supervisor ma'am. We had a wonderful day at the aquarium, seeing fish of different shapes and sizes. We returned to school safely around 6 p.m."

[Pose the question: Do you see any difference between the two passages?]

The first is a descriptive style that gives a vivid description about the trip and the second is a narrative style which tells the complete event.

2) MS_Become Expressive

Specific Learning Outcome: Students will be able to outline the techniques for making descriptive and narrative writing effective. Fulfills C-1.4

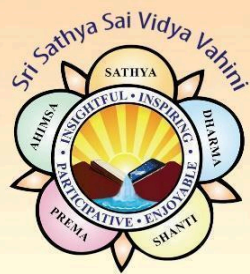
Duration: 15 min

Notes to teacher : Students are familiar with descriptive and narrative writing over the years in the form of essays, comprehensions, etc. Teacher to explain in brief what descriptive and narrative writing consists of and how to make it interesting and meaningful.

Use the concept map to outline the objectives of descriptive and narrative writing, tips to make it meaningful and effective . (Give examples and ask students to add.

DESCRIPTIVE WRITING

Descriptive writing is used to describe an object, place, people, or events. It makes the reader feel what the writer has experienced. It may be real or imaginary. A vivid description



conveys to the reader clearly what the person has seen.

Tips to effective descriptive writing

Create a sensory experience for the audience

- Must appeal to the five senses
Sound, sight, taste, smell and touch
- Makes the person come alive and their emotions felt

Vocabulary & Style

- Use rich Vocabulary
- Suitable adjectives
- Create a picture in the mind of the reader with a suitable style

Structure the Writing

- Introduction
- Body paragraph
- Detailed description
- Vivid language
- Conclusion- a lasting impression

Example

What can you say instead of, “The weather is very hot”?

The scorching heat made me weak. The room was like a furnace, and my shirt was drenched in sweat.

[Notes to teacher: Ask students to give vivid descriptions for the following:

Generate responses. Guide students with the sample responses provided for your reference.]

1. The railway station was too crowded.

[The railway station was buzzing with activity. The sound of the train entering the station pierced my ears. The passengers were busy loading and unloading their luggage. The smell of the fresh samosas and hot tea kindled my taste buds. The song of the vendors made me dance to their rhythms.]

2. We had a lovely time at the beach.

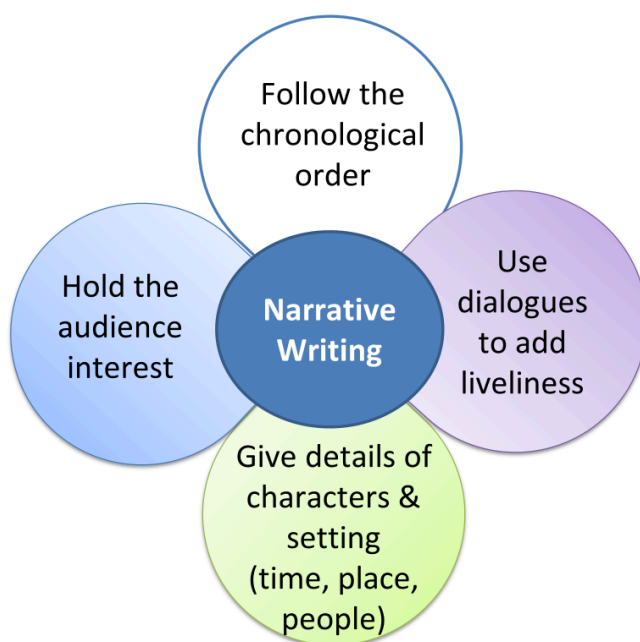
[The cold water tickled my feet. The water was crystal clear, and I could see my reflection in it. The most enjoyable part was playing and splashing water on each other. We wrote our name on the sand with a stick and clicked a picture on our mobile phone before the water



erased it all.]

NARRATIVE WRITING

In narrative writing we narrate a story or an event the way it happened. We give an account of the sequence of actions, fictional or actual.



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Example:

Narrative of a football match

Today's match was crucial for both teams to enter the semi finals. At full time, the scoreboard read 1-1. Extra time gave no surprises. The fate of both teams now depended on the six chosen players. Five to shoot and one to save. As the goalkeeper for our team, I prayed to God, "Please guide me as I play this match."

The opponent team struck first. I dove to the left with full force but the ball deceived me and was hit in the right corner. Now it was our team's chance. Raju struck a brilliant goal, and the scores leveled. The opposite team came to strike. I closely observed his foot and saved the goal. Sanju from our team made an attempt but landed safely in the keeper's hands. The next two goals were saved by me. Our team also did not manage to score in the next two chances.

The scoreboard read 1-1. Rizwan from the opposite team, kept his leg to my right and shot towards my left. I also pretended to dive to my right and saved the goal by diving to my left.



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Now it was our team's chance. Krishna, our center forward, pretended to hit to the keeper's right. He shot straight and it hit the nets. Finally the scoreboard read 1-2 and we won the match. The coach said, " Well done boys now gear up for the semis." The fans gave us a standing ovation.

3) IA_ Let me tell you

Specific Learning Outcome: Students will be able to enjoy humorous descriptions. [fulfills C-1.4]

Duration: 5 min

Notes to teacher [Can you think of ways of describing yourself or others in a humorous way? give one or two examples and encourage students to participate.]

1. I know exactly what I want for my birthday. I have been thinking about it since my last birthday and will tell you soon. 🎂 😊
2. Dad said, Meeta is very soft spoken. Mother replied, Yes you are right. I was startled this morning hearing her voice. 😬
3. I have been preparing for today's English exam since this morning. I never leave anything to the last minute. 😊

4) DD_ Be a reporter

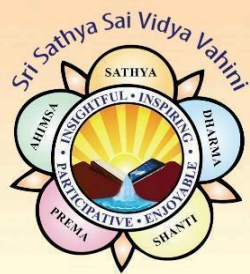
Specific Learning Outcome: Students will be able to correlate classroom learning with the newspaper article. [fulfills C-1.4]

Duration: 8 min

Think. Pair, Share

Get newspaper cutouts to the classroom that narrate a particular event. Give one cutout per bench. Alternatively, you can ask students to get any newspaper cutout from home that narrates a particular event.

Students will read the same in pairs. Let them discuss and tell the class what they found different and interesting in the style - their learning. Highlight the importance of narrative writing in daily life.



PERIOD 2

Topic :

Writing - descriptive and narrative

- Interpreting descriptions
- Inculcating values
- Practicing descriptive and narrative writing

Time : 18+7+10 = 35 mins

Asset Types: SA,VC,QA

1) SA_Describe SMART Sketch SMART

Specific Learning Outcome: Students will be able to describe in detail the picture provided.[fulfills C-1.4]

Duration: 18 mins.

Teaching Aids/ Learning Aids: LA_Poster

Notes to the Teacher : Inform students that they will now engage in a fun-filled activity where they describe smart and sketch smart.

Aim: Students will be able to make a description of the picture provided and draw based on the description.

Resources Required: 3 chart papers, print out of the 3 pictures provided as attachments in the file **SA LA Describe SMART Sketch SMART.pptx** - (Slide 1 - Market scene, Slide 2 - Garden scene, Slide 3 - Home drawing room), pencils, colour pencils, crayons, and eraser

Setting for the Activity : Indoor

Type of Activity: Group activity (Art Integration)

Preparation of Activity: Divide the class into six equal groups numbered 1 to 6.

Role of the Teacher: Facilitator

Procedure:

- Group 1 is given the poster of a 'market scene', and Group 2 is given a blank chart paper. Group 1 describes the various things they see in the picture to Group 2. The students in Group 2 collectively draw the picture based on the description. The focus is on drawing the maximum number of things that are closest to the description provided.
- Similarly, Group 3 is given a poster of a 'garden scene' and Group 4 a blank chart paper. They work together, where group 3 describes and group 4 draws.
- Group 5 is given a poster of a 'home-drawing room' and Group 6 a blank chart paper.
- All groups work simultaneously.

Observation : The teacher would observe the coordination, eye for detail, and vivid descriptions made by each group. Points to be awarded out of 20.



Conclusion: The group where the drawing matches closest to the picture is the winner (in terms of things covered, their placement rather than the quality of the drawing).

Follow-up activity: Students can talk about their learning from the activity based on what they did right or what they could have done better.

Troubleshooting:

In the event that the game rules are not followed, the teacher may reinforce them. Provide the necessary assistance to complete the task.

2) VC_Imagine and Create

Specific Learning Outcome: Students will be able to develop a story with a moral value by using their imagination. [Fulfills- C-3.3- writes stories, poems, and conversations based on imagination and experiences.]

Duration: 7 mins

Please use the attached file [VC_TRD_Imagine and Create.pdf](#) to guide the students in building a story.

3) QA_Become a Skilled Writer

Specific Learning Outcome: Students will be able to compose descriptive or narrative paragraphs [fulfills C-1.4] **Assessment of Learning**

Duration: 10 mins

Students can choose one of the following topics for descriptive and creative writing practice and write it in their notebooks. (DO IT NOW)

- My favourite holiday destination
- A science exhibition at school

Check the work of each student and provide feedback. Lay emphasis on

- Vivid description
- Grammar
- Vocabulary
- Content quality

Observe if the student has incorporated the learning from this chapter into the writing practice. Provide a feedback summary for the class.

Wrap up suggestion: Provide a piece of paper to each student and ask them to write their key learnings from this chapter in one sentence. (EXIT TICKET)

Collect the tickets and see if the key learning has been understood.



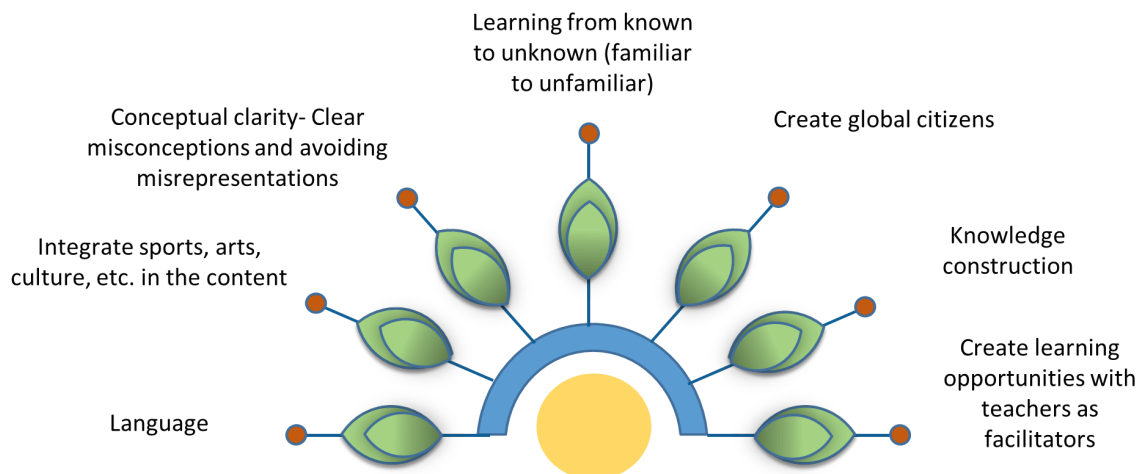
LESSON PLAN DESIGN

You would have noticed that the lesson plan design has ample opportunities for

- ★ activity based learning
- ★ development of critical thinking skills
- ★ relevance and connection of the topic to the real world
- ★ integration of values with the concept
- ★ Interaction in the classroom

Teaching aids and teacher reference documents mentioned in this Lesson plan are provided in the folders below.

Salient recommendations of NEP



We hope that this Lesson plan design which is aligned to the NEP2020 guidelines will be helpful for you.

Thank you.



Master Lesson Plan

Seven Asset Methodology for MLP	
What is the purpose of this Master lesson Plan?	This Master Lesson Plan (MLP) prepared by Sri Sathya Sai Vidya Vahini (SSSVV), covers the entire chapter for the given board. The MLP for the chapter given in the textbook is broken down into smaller modules known as assets. Any chapter can be taught using the 7 asset types in SSSVV methodology. Several different assets together complete the entire chapter. Depending on the requirement, each asset is supported by teaching aids such as animated presentation, audio, video, and learning aids such as worksheets. The MLP is for the teacher's preparation and the teaching aids are for use in the classroom.
How to use it?	You can prepare for your class with this MLP by following 3 simple steps: 1. Read your textbook; 2. Go through the information given in the assets (document & multimedia); 3. Prepare your teaching notes. Great! Now you are ready to transact the chapter.
Duration	Kindly note the duration given for each asset. Due care has been taken in planning the assets, to ensure the chapter is completed within the time specified by the Board. Note: Preparation time is not included in the asset duration. The teaching time depends on the duration of the teaching aids and is not impacted by the length of the MLP.
What is a 'Main Script' (MS) Asset?	The Main Script asset is there for explaining the main concepts of the chapter clearly. The information given in the textbook is simplified, organised and structured to give more clarity. Additionally, you may find a video or mnemonics or a graphic organiser to deepen the understanding of the concept.
How to teach using the MS asset?	Please use the blackboard, slides and interaction to develop the concept.
What is an 'Inquisitive Questions' (IQ) asset?	The Inquisitive Questions asset uses questions to promote higher order thinking like the n^{th} why, what-if, new perspectives, cause-effect, and others, creating curiosity.
How to teach using the IQ asset?	You may use the questions to connect with the students, encourage exploration to engage them in the learning process. You may allow multiple responses and instead of rejecting any of the responses, ask why, before revealing the suggested answer or hints.
What is a 'Day to day Relevance' (DD) Asset?	The Day to Day Relevance asset helps students understand the practical relevance of every topic, making them eager participants in the classroom. If

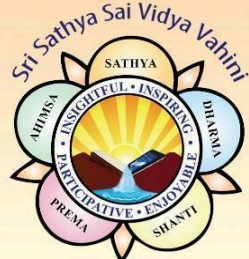


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	students connect the concepts to their environment, they would learn meaningfully without dislike or simply memorizing for exams.
How to teach using the DD asset?	You may use the asset by asking questions about their experience and use it to establish why they are learning the topic. If necessary you may substitute with a recent or local example.
What is an 'Interesting Aside' (IA) asset?	The Interesting Aside asset uses attention grabbing tidbits or anecdotes to bring joy and satisfy the child's hunger to know more. This is a quick/short asset intended to bring attention back to the main concept being taught.
How to teach using the IA asset?	You may use this asset to give a piece of interesting information relevant to the topic, without prolonged explanation/discussion. You may suggest appropriate books for further reading.
What is a 'Suggested Activity' (SA) Asset?	The Suggested Activity asset provides a detailed step by step procedure for the teacher to conduct a hands-on activity. This promotes Activity Based Learning.
How to teach using the SA asset?	You may use this asset to energise your students to learn by doing simple, fun-filled activities based on the topic. The asset includes - preparation, activity, and follow-up. You may engage the students in the preparation and follow-up stages to develop collaboration and responsibility. You could try it once, yourself, before the actual delivery to be more comfortable with it. Note: The duration mentioned in the asset is usually for the activity part only.
What is a 'Value Content' (VC) Asset?	The Value Content asset integrates Universal Human Values (such as empathy, inclusivity, respect for nature that translates into responsible behaviour) seamlessly into the curriculum, as the "End of education is character".
How to teach using the VC asset?	You may use this asset to engage with the students to bring out their innate values and connect with the intrinsic values in the topic/concept. The asset includes pointers on the specific pedagogical technique followed.
What is a 'Questions to Assess' (QA) asset?	The Questions to Assess asset uses an interactive approach to check learning of different types of learners, and provides feedback to the teacher for appropriate action. The questions cater to all the levels of Bloom's Taxonomy. Questions from 'Apply' level and above enable students to reflect on their learning.
How to teach using the QA asset?	You may go through the slides to understand its flow and know when to click for the answer (slides include suggested answers). While presenting in the class, you may display the question and encourage multiple responses, before revealing the answer. In some cases, this asset may include extra questions/worksheet that can be given as homework.



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